LAW LIBRARY
UNIV. OF CHICAGO

IN THIS ISSUE: Liberty as an Ideal, page 711;
Pupil Participation in School Government, page 716

Journal of EDUCATION

BOSTON, MASS.
Vol. CV. No. 26

June 27, 1927

TEN CENTS A COPY
BY THE YEAR, $3.00

Just Published

MANUAL

To Accompany

FORESMAN'S BOOKS OF SONGS

By ROBERT FORESMAN

Cloth, 4to. 256 pages. Price 96 cents

WITH unusual attention to details, the **Manual** for teaching the **Foresman Books of Songs,** First to Fifth, inclusive, shows how the greatest possible benefit can be obtained from the use of this song material.

BEGINNING with a survey of the principles on which the teaching method of this series is based, it provides a week-by-week program which outlines the songs to be taught and gives a concise plan of technical study, review, and method of song study.

SPECIAL features are: the form outlines, the form analyses, and the treatment of chromatic and modulatory passages.

THE plan of work is so clear as to be easily understood by any teacher and so definite that it insures the most practical results.

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA

Adopted by Indiana and Oregon for Exclusive Use

THE McCALL SPELLER

McCALL and HOUSER

A PUPIL'S INTRODUCTION gives definite method for study.

AIDS TO SPELLING point out the peculiarities of the more difficult words.

STUDY EXERCISES for each week give practice in applying the rules of spelling.

A SCORE CARD for each pupil in each of Grades 2-8 inclusive serves as a record of the pupil's progress and standing.

Write for Further Information

Laidlaw Brothers

2001 Calumet Ave. Chicago — **36 West Twenty-fourth St. New York**

Interamerican Geographical Readers

FROM PANAMA TO CAPE HORN

By ETHEL IMOGENE SALISBURY

Gives the geographical background of South America with its varied population, its vivid history, and its commercial possibilities.

Children in intermediate grades can really explore this immense continent, penetrate the Brazilian jungle, or visit progressive and beautiful cities. They gain valuable information about gold, silver, and diamond mining and hear stories of old Indian civilizations and of the days of the buccaneer.

The struggle of the Latin-American people for independence is truly inspiring and there are interesting descriptions of the home life, the strange mixture of races, and the increasing commercial influence.

Generous illustrations and maps and the stimulating question groups add to the clearness of the text.

Every intermediate class will be eager to set forth on this tour of old and new South America. A practical supplement to the pupil's knowledge of geography.

Cloth. viii+294 pages. Illustrated. Price $1.40

WORLD BOOK COMPANY

Home Office: Yonkers-on-Hudson, New York
14 Beacon Street, Boston 2126 Prairie Avenue, Chicago
Also Atlanta, Dallas, San Francisco, Portland and Manila

THE LITTLE RED HEN HAS GONE TO ROOST

"It begins to look as though 'The Little Red Hen' had gone to roost; that the 'candlestick' is no longer the only equipment in the gymnasium, and that the length of the line in a school reader is not of necessity to be of a length never seen elsewhere.

"We are led thus to remark because Maude Moore and Harry B. Wilson and their publishers in the Moore-Wilson Readers have dared to create a series of school readers that are not so wrapped up with psychological red tape as to prevent a healthy flow of arterial joy. We dare say this because we believe most sincerely that this series of beautiful, inspiring, charming school readers is merely the advance guard of various series through which children will enjoy all phases of literature that the immortals have created."

—From an editorial in The Journal of Education.

D. C. HEATH AND COMPANY

NEW YORK BOSTON CHICAGO ATLANTA DALLAS SAN FRANCISCO LONDON

JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR JUNE 27, 1927

EDITORIALS:—
Out-of-Date Parents 707
Diploma Mills Thriving 707
Union Pan-Americana 708
Dean of Men 708
What Is Your Professional I. Q.? 708
Personality Requirements 708

KNOW NEW ENGLAND—II 709
By A. E. Winship

FAR FROM THE MADDING CROWD (Poem) 709
By Nixon Waterman

BELDING'S PAGE 710

LIBERTY AS AN IDEAL 711
By F. R. Copper

EDUCATION OLD—EDUCATION NEW (Poem) 712
By Katherine L. Craig

THE WAY OF PEDAGOGIC WISDOM 713
By Eugene Bertram Willard

PERSONAL AND PROFESSIONAL 714

LETTERS OF A SUPERINTENDENT 715

MEMORIAL TO ANNIE LOUISE KELLER 715

PUPIL PARTICIPATION IN SCHOOL GOVERNMENT 716
By J. Ralph Irons

EDUCATION IN ACTION 720

TREND OF THE TIMES 723

THE BOOK TABLE 724

GRINS BETWEEN GRINDS 725

JOURNAL MAIL BAG 726

Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Out-of-Date Parents

JENNIE GENGE, eighteen years old, is a modern girl who has learned to make her own living, and feels that she has the right to live her own life now that she is eighteen years old, and Judge Ryner rules that the parents will be liable to punishment for contempt of court if they insist on attempting to dictate to their daughter in the future. Jennie is a clerk in a lawyer's office, and her parents were in the habit of coming to the office and insisting upon getting her pay envelope. She testified as follows:—

"I went to work when I was fifteen years old. For three years I turned over my earnings to my parents. I did so gladly because they were in destitute circumstances. But now they are no longer dependent upon what I earn, and they have treated me so shabbily that I feel that I owe them nothing more." They threatened to whip her if she did not turn the pay envelope over to them.

Some parents are a greater danger to the community than children are.

Diploma Mills Thriving

ANY FIVE citizens of the United States who can raise $1.50 can incorporate in the District of Columbia a university legally empowered to grant all sorts of academic degrees, except medical and dental, and if they are reasonably cautious they can do a flourishing business in the sale of M.A.'s, Ph.D.'s and similar scholastic honors all over the country and abroad without running afoul of the law.

The law in effect in the national capital regulating institutions of higher learning is extremely broad. Most of the larger states of the East have adopted more or less rigid requirements for the establishment of universities and colleges, while Washington still makes practically no restrictions whatsoever, and because of its prominence in the educational field is a fruitful field for schools of a very low order. Since doubtful institutions of learning in the District are duly incorporated under the law the Bureau of Education cannot openly condemn them.

It is a tragedy that there was no responsible

educational office to prevent such a vicious law in the District of Columbia.

Union Pan-Americana

ONE of the most serviceable functions of those who would make a real glorious America, North and South, is the monthly publication of Union Pan-Americana, the publication of the Association representing the United States and twenty other countries. Frank B. Kellogg, Department of State of the United States, is president. The countries united in this organization of mutual helpfulness, aside from the United States, are: Argentina, Bolivia, Brazil, Colombia, Costa Rica, Cuba, Chile, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Republica Dominicana, Uruguay, Venezuela.

The April issue of Union Pan-Americana is of inestimable interest. The most remarkable article is the translation of the address of Mrs. Marie Turner Harvey on the results of the Porter School, Kirksville, Missouri, in fifteen years' demonstration, at the Philadelphia meeting of the National Education Association. The article is elaborately illustrated.

Mrs. Harvey and the Porter School have been highly appreciated by magazines and in books, especially by the account of the school by Miss Evelyn Dewey, but nothing has had quite the significance of this translation for especial influence in the twenty countries that aspire to give their children as good an education as the children have in the United States.

Payson Smith has thirty-two hundred men and women on the Massachusetts State Department of Education pay-roll. The statement on page 617 of the issue of June 6 is hereby corrected.

Dean of Men

THE criticism of college men which is quite general is partly responsible for the universal creation of deans of men with virile men of attractive personality selected for leadership. The dean of men is different from the former dean of college, and still more different from the physical director. He is the comrade of the men, knows them in all college relations, is an inspiration in every way, a counselor to whom they go naturally. He is not only accessible when needed but has a keen sense of knowing when and how he is needed. The dean of men is an institution that is rendering inestimable social and economic as well as professional service.

What Is Your Professional I. Q.?

[Answers are on page 727.]

101. What Normal School has had as principal for seventy years a father or son?
102. What professor of Columbia University is international leader in rural school affairs?
103. What college president is co-author of a famous series of geographies?
104. Which is the oldest State Normal School in Maine?
105. Who is president of the largest State Teachers College in the New World?
106. What city has more than fifty universities, colleges, and state normal schools within fifty miles?
107. In what State is Berea College?
108. What is the oldest college of New England?
109. What is the richest University of America?
110. What are the three most important cities in the United States?

Personality Requirements

EARL W. HILDRETH, director of Research Department, Human Research Corporation, Packard Building, Philadelphia, issues a sixteen-page leaflet on "Personality Requirements in Colleges of the United States." The study of one hundred colleges upon which this report is based at least establishes a definition of personality as "The total impact of the psycho-somatic organism upon other human beings." This is a notable achievement.

President Faunce of Brown says emphatically that a large percentage of college students have no business in college, and President Lowell of Harvard says: "Not only selecting students for different types of institutions, but also distinguishing between those who will benefit by further schooling and those who had better go at once into the larger school of an active career in the work of the community." Many other academic leaders are speaking in the same vein. There is certainly need to magnify such work as Director Hildreth is doing.

The scientific study of man is the most difficult of all branches of knowledge.—Oliver Wendell Holmes.

Know New England—II

By A. E. WINSHIP

IT IS not easy for the hustling West and South to realize that New England is still leading in several phases of education as she certainly is.

Connecticut's political and civic leader is an educator, a professor in Yale College, where he demonstrated skill in leadership. He won the gubernatorial election so easily that it required no effort, and the United States senatorship came naturally when a vacancy occurred through the death of a senator. As legislator and Republican leader of the state he has rendered education a noble service.

But it is New Hampshire that has placed New England in leadership of all the states in the choice of a governor who has magnified his educational opportunity. Hartley N. Spaulding made service to the public schools his major for several years, and service on the State Board of Education was the height of his aspiration. The rural population of the state is a controlling factor politically. The New England conditions did not give the country folk a sense of prosperity, and school taxes were not regarded as a luxury.

Hartley N. Spaulding, chairman of the State Board of Education and legislative leader, solved the problem of good schools for all the children while quieting the tax remonstrants. Probably nowhere in all the broad land has such a problem been solved so skilfully.

Skill in educational service was the real cause of Hartley N. Spaulding's promotion to the governorship at a time when the party was in the throes of the most hectic internal disturbance in its experience.

But Governor Hartley N. Spaulding's devotion to education was not a political incident, for on May 26, 1927, he surprised and delighted the Keene State Teachers College by announcing that Mrs. Spaulding would join him in providing the College with land and a gymnasium unequaled by any State Teachers College in New England, and rarely equaled by any educational institution in New England. It is estimated the plans to be adopted will call for an expenditure of approximately one hundred thousand dollars.

Certainly no other New England Governor has ever demonstrated educational devotion in this way, and we have never known the Governor of any other state to manifest similar educational devotion.

It was Governor Robie of Maine who made it possible for the State Normal School at Gorham to have some so-called luxuries.

It was Governor Proctor of Vermont who provided funds for some of the most up-to-the-minute features of scholastic encouragement.

Far from the Madding Crowd

BY NIXON WATERMAN

*Often erroneously credited to Eugene Field.

It seems to me I'd like to go
Where bells don't ring nor whistles blow,
Nor clocks don't strike nor gongs don't sound,
But where there's stillness all around.

Not real stillness; just the trees'
Low whisperings or the croon of bees;
The drowsy tinkling of the rill,
Or twilight song of whippoorwill.

'Twould be a joy could I behold
The dappled fields of green and gold,
Or in the cool, sweet clover lie,
And watch the cloud-ships drifting by.

I'd like to find some quaint old boat,
And fold its oars, and with it float
Along the lazy, limpid stream
Where water lilies drowse and dream.

Sometimes it seems to me I must
Just quit the city's din and dust
For fields of green and skies of blue—
And, say! how does it seem to you?

Belding's Page

PERSONAL FINANCE.

UNINTELLIGENT management of personal finances was declared recently by a New York banker to be one of the biggest social problems of the age. We Americans, he said, are famous for our extravagance.

We are accustomed to think of earning and spending as matters belonging in the field of economics more than in that of sociology. It really belongs in both. If people would learn how to apportion wisely the money at their disposal, there would be much less poverty in the world than there is. In a prosperous country like the United States we could hope to eliminate poverty entirely.

Over sixty per cent. of our people who live beyond the age when they can work for wages become dependent upon some form of charity—relatives, friends, private philanthropy or public alms. The reason for this is not, in most cases, that their earnings in productive years have been so small as to preclude saving, as shown by the fact that others with the same earnings have been able to set aside something for old age. The pauperism of old age is due in large part to foolish management of money.

Every intelligent person knows that a big percentage of the people today driving automobiles cannot afford to have them. Nobody knows it any better than some of the owners themselves. But when "everybody is doing it," who wants to stay behind the procession and perhaps be run down as a mere pedestrian? What will be the financial condition of these people in their declining years? They will be carried along, not in swift chariots of cushioned steel, but in slowly moving procession upon the backs of other people.

In the light of such facts education in thrift assumes large importance. Thrift itself is seen as a social duty. People have no right to spend lavishly up to their last dollars and far beyond, as millions in this country are doing.

The main reliance for checking extravagance is the teaching of wisdom in the use of money; social responsibility in not spending all one earns; and practical ways of budgeting, systematic saving, and careful investing.

We may rightly question whether any one can be a good citizen who does not manage personal finances with some degree of success, and with an eye to such contingencies as illness, unemployment and superannuation.

DIFFERENT ROUTES.

IN SOME cities street cars operate not only in the streets but upon elevated tracks, in subways and in sub-subways. The surface lines are patronized by persons going short distances, or willing to spend time in going long distances. But for speed the lines running above or below the surface are chosen.

If faster routes and traction facilities are provided to meet the needs of street car passengers, so should they be provided to meet demands of individuals or groups in the school. Some pupils need to travel more rapidly, others more slowly, than the main body of pupils. We should have elevated tracks and subways for the quicker minds; surface cars and horse-drawn carts for the slower minds. Whether the faster routes should lead to earlier graduation, the slower routes to later graduation, is a matter for debate. Rapid transit lines in education may be laid out in curves and loops, permitting the passengers to cover more ground while getting to a given point. The shortest route may not always be the best, in learning. Bright pupils need time to mature and to have the normal pleasures of childhood and youth. They might better be given a richer curriculum as they go along than be landed a few years ahead of their duller schoolmates.

EDUCATIONAL WORK BY INDUSTRIES.

ALTHOUGH the primary business of an industrial plant is not that of an educational institution, many an industry in these days recognizes the value of education, both general and technical, for its employees and encourages all of them who will to pursue learning.

Speaking for the electric light industry of the country, Chairman Fred R. Jenkins of the educational committee recently said: "Education of employees has long since ceased to be considered an expense, and it now is considered a very profitable investment."

The electric companies in many instances pay all or part of the tuition fees of employees taking approved courses. Among the results noted are: Greater efficiency of the worker, improvement of the service which the company renders; greater happiness on the part of the employee, who views his tasks more understandingly, feels an increased confidence in his own capabilities, and is ready for promotion when a demand arises for a qualified man.

What is going on in the electrical industry is duplicated in many others, the country over. Some of our industries may almost be said to be running universities on the side.

Anson W. Belding

Associate Editor.

Liberty as an Ideal

By F. R. COPPER

Professor of Psychology, Northern State Normal,
Marquette, Michigan

THE ideals of man are manifold. It is difficult to say what he wants most. Some say he wants pleasure; others say satisfaction; others say peace; and still others say justice. Without trying to settle what man most wants, we know that all down through the ages he has had a craving for liberty or freedom. Nations have fought for it and martyrs have died for it.

Let us take a rapid glance at history and see what a prominent part the ideal of liberty has played in the affairs of men. We assume that what nations specifically mention by name in their great state papers are the things very near their hearts. Let us notice how often liberty or its synonym, freedom, is mentioned. Let us also notice the progress that this ideal has made during the centuries.

Not only man craves liberty, but every living creature chafes under restraint or imprisonment and strives for liberty. The imprisoned bird beats against its cage; the mouse tries to escape from its trap; the captured wild beast fights for its liberty.

Man is so constituted that he does not brook undue restraint graciously. History is full of revolutions and rebellions for greater liberty. Slavery has never been popular with the enslaved. In ancient Rome the old struggle between patrician and plebeian was a struggle on the part of the plebeian for more freedom and power.

I shall call attention to the progress of the ideal of liberty in Russia, France, England and the United States. We see in these countries that serfdom and slavery have fought a losing battle. From 1858-1863 Alexander II of Russia by a series of imperial edicts freed the Russian serfs, who made up more than 45,000,000 of the empire.

In France the Third Estate, that great body of the population which bore most of its burdens but shared few of its rights, when it really got its courage up to express what it wanted, made a demand for liberty, equality, and fraternity. Today France is a republic with no slavery.

In England we see a steady progress toward greater liberty and freedom. Let us take the Magna Charta, the great charter obtained by the barons from King John at Runnymede in 1215. Among its numerous provisions it provided for freedom of elections within the church; it provided freedom against imprisonment or banishment without due process of law. It also gave criminals freedom from torture.

In 1807 England abolished her slave trade, and in 1833 she abolished slavery throughout the British dominions. The English Bill of Rights of 1869 among other things gave freedom from excessive bail and from excessive punishments, freedom to bear arms, freedom of debate in Parliament, freedom to petition the monarch for redress of grievances.

In our own United States we see a steady progress toward greater liberty. Take the Declaration of Independence, which was a declaration of freedom from the Mother Country, England. In this great document we read this statement:—

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are life, liberty and the pursuit of happiness."

Coming down to a little later time we find in the Preamble to the Constitution of the United States some of the ideals of the nation expressed, and we notice that liberty is not overlooked. The Preamble follows:—

"We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this constitution for the United States of America."

The very first amendment to the Constitution guaranteed to the people certain types of freedom. Let us notice the text of our amendment:—

"Congress shall make no law respecting an establishment of a religion, or prohibiting the free exercise thereof; or abridging the freedom of speech or of the press; or the rights of the people peacefully to assemble and to petition the government for a redress of grievances."

President Lincoln, in the closing sentence of his memorable Gettysburg speech, said:—

"It is rather for us to be here dedicated to the great task remaining before us, that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God shall

have a new birth of freedom, and that government of the people, by the people, and for the people, shall not perish from the earth."

Thus we see that Lincoln speaks of a new birth of freedom; the new birth is in accord with the first part of his speech in which he says that this nation was conceived in liberty.

In reference to human slavery or negro slavery in this country we see a steady increase in the guarantee of different types of freedom for him. The Thirteenth Amendment gave the negro freedom from servitude. The Fourteenth gave him freedom in citizenship, and the Fifteenth gave him freedom of the ballot.

The Nineteenth Amendment gave the women of this country the freedom of the ballot. Thus we see that our whole constitution is permeated with the ideal of liberty or freedom. Even the salute to the flag closes with the words, "with liberty and justice for all."

I have been speaking thus far of liberty or freedom in a political sense. But there are other senses in which liberty has been advancing as an ideal. The suppression of thought during the Middle Ages has given way to a wide liberty of thought at the present time. Medical science is freeing the world from the thraldom of epidemics and disease. Invention is freeing man from drudgery. Even the children of this country have a great deal more liberty than they had under the old Puritanical philosophy of curtailment and restraint.

We may well ask what has brought about this steady gain in liberty? There may be many things, but I believe that the two outstanding sister influences are truth and education. It has been said that "Education frees the human spirit." The Master on one occasion in talking to his disciples said: "And ye shall know the truth and the truth shall make you free." Education and truth are the great emancipators. They are freeing the world from superstition, from ignorance, from tradition and from error.

By praising liberty I am not endorsing license or anarchy. I mean liberty under the law, liberty in conformity to the rights of others. It is gratifying to see that liberty in its very best sense is steadily marching on as one of the great outstanding ideals of the ages.

Education Old—Education New

BY KATHERINE L. CRAIG

State Superintendent of Public Instruction of Colorado.

Education old—education new,
How many changes come into view.
It seems that rarely now do we see
The old school of nineteen-o-three
Or the teacher who would walk, as then,
Two miles to school and back again,
Now when she appeareth upon the scene
She rideth in her limousine.

Education old—education new,
It costs more than it used to do.
No longer in the simple old way
Are boys and girls educated today,
The methods exploited upon you and me
Have joined the things that used to be,
Pupils no longer study with might and main,
They just "think" and then go home again.

Education old—education new:
Has freaks and follies many 'tis true,
Games and plays measurements I.Q.
Few can reach the line so well defined
Yet none can measure factors in soul divine.
In life there is much to accomplish, much to do
That no mortal can determine or foresee
Yet every individual is as God meant him to be.

Education old—education new:
Fads and fancies and fallacies too.
A positive side in education cannot be
Since educators do not all agree.
Do schools now aim to fit for life
Or train to avoid struggle and strife,
Do they plan to teach special skill
Or impart much knowledge time to kill?

Education old—education new;
Both should come plainly into view.
Reading, writing, arithmetic are lacking,
The fundamentals need definite backing.
Moral and cultural qualities need to cling
If the pendulum back to normal is to swing.
Give us education old, give us education new;
But common sense and reason with it too.

The Way of Pedagogic Wisdom

By EUGENE BERTRAM WILLARD

Chelsea, Massachusetts

THE teacher must, in order to secure the best at all times, give action to the best expression of the pedagogic life. A few good deeds on the surface are not sufficient. It is the sum total that counts; and therefore the life, thought and action of the pedagogic mind must be right, constructive and scientific. The truth is, that the violation of a single leading pedagogic law may counteract all the good results that would naturally come from the many good little things that the average member of the teaching profession is usually placing in action; and, therefore, such a teacher would constantly meet a lot of adversity, even though seemingly good and kind on the surface—a fault that proves the absolute necessity of exact pedagogic thinking at all times, and under every circumstance.

There is engaged in the teaching profession many a man or woman who thinks that he or she deserves a great deal more than has been received, basing such conclusion on the fact that others not as good as he or she, nor as able as he or she, have received far more. But before acting upon such a conclusion it must be determined whether those others have worried as much, lived in the same constant fear, or have kept their minds in the same antagonistic attitudes, or have mixed their best efforts with bitter feelings, anxious thoughts, wavering desires, restless mental actions, abnormal states of mind, and periods of disgust, discouragement, gloom or depair. First these things must be determined and it will be found in nearly every instance that the teacher who has not received as much as he or she thinks ought to have been received, is a teacher who has been constantly violating the laws of the pedagogic mind in many of these respects.

We understand that a small mind who may be using properly all the powers that are active at present, and not counteract results through the misuse of the mind, may accomplish far more than the great mind who is constantly doing something mentally to disturb, confuse or misdirect the good efforts being put forth in this life and in the teaching profession in particular. Indeed, there are many fine minds who accomplish but little as teachers because they are constantly or periodically violating one or more of the principal laws upon the pedagogic plane. And we know many splendid teachers who are meeting trouble and adversity on every hand for the same reason. These teachers may be excellent in ability, in talent and in character, but when it comes to the right use of the laws of the pedagogic mind, they indulge in violation constantly; that is, they are in complete bondage to worry, fear, anger, depression, gloom, despair and scores of other adverse states of mind. But we realize that no matter how great or good a teacher may be in some respects, if that teacher's life is misdirected in other respects, but little more will be accomplished than if the mind were as small and ordinary as an undeveloped mind.

It is a fundamental law that if the teacher wishes to receive everything that is justly deserved, scientific pedagogic thought must be employed. The teacher must be at the best at all times, and in all things, both in the within and the without. The teacher must seek constantly to improve everything in mind or personality, combining unlimited faith with all the ability possessed, and with all the good constructive work that can possibly be furthered; and also train all the forces of life to work together harmoniously for the highest goal the teacher has in view.

One reason why teachers sometimes fail to receive what they think they deserve, or actually receive what they do not desire, is because they may have given what was not wanted. In other words, when the teacher gives less than what he or she is capable of giving, less will be received than what is thought ought to be received. When one is less than a teacher can be, then is attracted that which is less than what might be attracted; that is, whenever a member of the great teaching profession lowers his or herself in the pedagogic scale, physically, mentally, morally or spiritually, conditions are attracted that are beneath the teacher in the pedagogic scale, and that do not in any mode or manner satisfy one's finer appreciation, nor one's best judgment of pedagogic wisdom.

When the teacher gives to the world the maximum of teaching efficiency what is received will satisfy; but when the teacher fails to do his or her best, because there has been a stepping down in the pedagogic scale, and is living far below the proper pedagogic standard it can hardly be expected that such a teacher will be much of a real asset. The teacher will receive what is not wanted, or what cannot be used to the best advantage, until there is a real awakening and a full surrender to that higher ground which must be made the field of pedagogic efficiency.

Personal and Professional

HENRY G. DOYLE, dean of men, George Washington University, Washington, D.C., has earned this promotion by demonstrating skill in the leadership of students as organizer and adviser in their extra-curricular activities. He is a graduate of Harvard, was an instructor in that university for three years. Nine years ago he went to Washington as assistant professor in modern languages, and was soon promoted to a full professorship. He has been so active professionally that he was elected president of the famous schoolmasters' club of the city several years younger than has any one else attained that honor. He has rare characteristics as counselor of young men. The Journal of Education and its editors have special interest in this because he has been its editor of the department of modern languages since his student days at Harvard.

DORA LEE NEWMAN, with a notable career in the inspirational and sane leadership of young people in the Fairmont, West Virginia, high school and as principal of two young ladies' schools, is to be the director of Comnock, Los Angeles, one of the important educational institutions in that city of fine schools.

J. A. SHAWAN, who died recently, was superintendent of Columbus, Ohio, from 1889 to 1916—twenty-seven years. He was born in Wapakoneta, June 15, 1850; reared on a farm; educated in the public schools of Urbana, Champaign County; was graduated from Oberlin College in 1880; appointed superintendent of schools in St. Mary's the same year; appointed superintendent of schools in Mt. Vernon in 1883; appointed superintendent of schools in Columbus in 1889.

When Dr. Shawan became superintendent of Columbus schools there were 11,000 pupils housed in twenty-three buildings. When he retired in 1916 there were 29,000 pupils in fifty-six schools. Today there are about 45,000 children attending more than sixty Columbus schools. During his superintendency he guided the growth of the high school from 650 to 4,400. He inaugurated manual training and domestic science in Columbus schools. He established the kindergarten and the open-air school.

Dr. Shawan was one of the very much alive men of the state in the twenty-seven years that he was superintendent of Columbus. He was personally thrifty and left an estate valued at more than $100,000. Mrs. Shawan died two years ago. He left sons who are eminently prosperous.

W. A. BRANDENBURG, president, Kansas State Teachers College of Pittsburg, has an exceptional record in the creation of a physical plant and in the increase of enrollment, but especially in retaining students for the college degrees. The total enrollment is well above 5,000 every year. In 1913, the first year of college graduation, there were only thirteen to graduate, and last year there were 210. In 1910 there were only twelve to earn life certificates, last year there were 377. Of the 5,364, no duplicates; 4,784 were Kansas students; 426, Missouri; 77 from Oklahoma, 12 from Arkansas. There were seventeen other states and five foreign countries represented in the student body. There was only one from the North Atlantic States.

Dr. Brandenburg has developed an important Industrial and Teacher Training Department. Of this he says in the annual report:—

"We are sometimes asked if the presence of technical and engineering students in the classes with prospective teachers is not a disadvantage. Our answer to this question, based upon observation and experience, is an emphatic no. In fact, such mixing is a distinct advantage to both. The student who expects to teach is brought into contact with the practical point of view of the technical student, and consequently he will be more likely to give that practical application and emphasis which is so vital to the teacher of mathematics, physical science and industrial arts. Teachers who have associated with technical men in both their academic and applied courses will no doubt continue to have a little closer and easier contact with men in trades and industries, and thus bring to their classes in our high schools a clearer knowledge of the purpose and usefulness of the subject being taught.

"We assert, with a conviction reached out of years of observation and experience, that the ability of a teacher to present a subject to mixed classes, such as have been described, is acquired much more readily if his preparation in college has been taken in such mixed classes. The best teacher of any vocational subject is the teacher who is able 'to share' in that which he teaches. The most inconsistent thing about some colleges, even some teacher colleges, is the fact that there is little or no opportunity, as a part of his preparation, for the prospective teacher to acquire the ability 'to share' in that which he is to teach."

Letters of a Superintendent

SURPLUS OF SERVICE

Now that the school year is drawing to a close I wish to express to you my appreciation of your services to the school system and to the city.

There are several things which distinguish our public schools. Among these things are: The fine professional spirit of the teaching corps; the friendly attitude of the teachers to each other and toward the newcomers in the ranks; the acceptance in practice of the theory that the schools are maintained for the benefit of the pupils directly, and thus indirectly for the welfare of the state, and that it is, therefore, the duty of the teacher to equip the individual pupil with the best possible education regardless of whether the pupil's attitude is one of appreciation; and finally, the interest displayed by the teachers in the extra-curriculum activities of the pupils.

Most of the things I have mentioned can be included in that most important part of the professional life of teachers—the surplus of service.

Surplus of service is that part of a teacher's contribution to the welfare of the school system and the pupils therein which is above and beyond the requirements of the contract with the school committee. It is of the spirit rather than of the letter of the law, and the degree of surplus of service rendered by the individual teacher is the measure of the real contribution of that teacher to education. Nothing else counts in this respect because the letter of the contract demands and pays for all the other details of school work.

I trust that you will have a pleasant summer vacation, and I am sure that the realization of a year's work well done and one in which your surplus of service has been conspicuous will afford you no small amount of satisfaction and happiness.

Memorial to Annie Louise Keller

DR. FRANCIS G. BLAIR, as state superintendent of Illinois, issues a letter to the teachers of Illinois which should be read by every red-blooded American. This statement about Annie Louise Keller is as noble an inspiration as we have read in many a day.

It is not an appeal to those outside of the State, for Illinois is abundantly able to provide a memorial in such a case, but every teacher in the country should get a real thrill from the fact that they are in the same profession that Annie Louise Keller graced so heroically.

To the Teachers of Illinois:

Teachers, like any other professional group, are exalted through every heroic act of any member of that group. No one liveth unto himself. The good he does, like the leaven, tends to leaven the entire lump. Some of the noble, heroic work of teachers is done in such obscure surroundings that the world never hears of it. Even the teacher's own associates may not be conscious of what has been done. In the end, however, every forward look, every forward movement, every noble achievement in the work adds to the standing and influence of the entire profession. But it is not given to the members of our calling very often to perform a heroic act so courageous, so commanding as to challenge the approbation of the people of a community or state or nation.

When some thirty years ago a frail woman teacher carried one of her children through a blizzard safely to its home, but in so doing froze her own body so that she died from the effect, instantly there was an outburst of approval for this truly heroic act and sacrifice.

When Annie Louise Keller, in a one-room school in Greene County, Illinois, saw the coming storm, she divined its meaning. Nothing in the books of pedagogy she had read, nothing in the lectures she had taken in institutes and institutions of learning had dealt directly with such a situation. However, her entire training and experience had given her the power of command, the presence of mind, the courage to meet emergencies which arose on every hand in almost every day of her school work. How simple it must have seemed to her just before the crash of the storm to say in that commanding, but reassuring way to her children: "Crawl under your desks and stay there." How simple and natural it must have seemed to her as the responsible person, as the only one present who could care for them, to stand by the door while all the children were crouched beneath the desks, quieting their fears with her presence and encouraging words. The storm broke, the brick building was practically demolished, the brick piling high upon the desks above the children's bodies, but without a single child being hurt; but those tumbling, hurling bricks piled high upon the body of the teacher, crushing out her life No soldier on the battlefield ever met a great crisis more nobly, more bravely than she. No patriot celebrated in history and song is more deserving than she of all the praise that her act has brought to her name.

The greatest monument which we can build to do honor to such heroism is the appreciation of those who have been benefited and of all those who understand the sacrifice she made for the lives of her children. It will come to few public servants to have their deeds and name honored and perpetuated in resolutions of both houses of the State Legislature, as has come to this modest, faithful teacher. There is, however, a solid and substantial reason for desiring to express our appreciation in some other form of a memorial. The good people of White Hall who knew her and her family have undertaken to erect a material monument to her bravery and to her memory. It was their intention to make it purely the appreciation of those who knew her and who had been directly associated with her in her life and work. Such a candle, however, can not be hid under a bushel. Others who had read or heard of the incident asked to be allowed to contribute something towards this expression of respect. In deference to these requests the local organization has authorized the secretary of the local Historical Society, Mr. R. B. Pearce, to receive contributions to be applied in erecting a suitable memorial.

The University of Wisconsin "flunked" Charles Lindbergh after three years' study there but he seems to have "made port."

Pupil Participation in School Government

By J. RALPH IRONS
Cleveland, Ohio

The real educational challenge to America, according to many prominent leaders is this: "Can we overhaul our theory of democracy, squeeze out of it all false sentimentalism, and make it a way of life in which the common man will give his loyalty rather than his jealousy to the uncommon man who is marked by his genius for a role of leadership?"

"Democracy," quoting from William James, "is still upon trial. The civic genius of our people is its only bulwark, and neither laws nor monuments, neither battleships nor public libraries, nor great newspapers, neither mechanical invention, nor booming stocks, nor political adroitness, nor churches, nor universities, nor civil service examinations can save us from degeneration if the inner mystery is lost. That mystery, at once the secret and the glory of the English-speaking race, consists in nothing but two common habits, two inveterate habits carried into public life—habits so homely that they lend themselves to no rhetorical expression, yet habits more precious, perhaps, than any that the human race has gained. They can never be too often pointed out or praised. One of them is the habit of trained and disciplined good temper toward the opposite party when it fairly wins its innings. The other is that of fierce and merciless resentment toward every man or set of men who break the public peace."

During the early months of the first semester in 1925 the Cleveland Heights Senior High School was at a low water mark from the standpoint of morale. We had to our credit as many as twenty cases of "skipping" in a single day. Scarcely a school period passed without a number of cases of petty theft being reported to the office. The average number of these reports was about ten a day. Athletics and other activities were not supported. The same highly selected group of about fifteen people held all the major school offices and positions.

The school authorities and several interested teachers were much concerned over this condition in the high school. It seemed to be both a school and a community problem. A systematic movement was launched for a better day at the Heights. A re-organized Students' Association was a result of this need.

The purpose of this Association was to promote an enthusiastic school spirit, good fellowship among the pupils, helpful co-operation between the pupils and faculty, and a wholesome interest in athletics, literary, artistic, musical, dramatic and scientific clubs, and all other worthy activities that represent the school.

The control of the school so far as the students are concerned was and is still centred in the council. This body is composed of an executive cabinet of four seniors, three juniors, and two sophomores chosen by the individual classes, and a lower house of representatives (one from each home-room) from the various home-rooms. The members of the executive cabinet do not vote in the council sessions. The real legislative and executive power rests with the lower division of the council.

The following requirements for home-room representatives in the council must be met:

A. Scholarship requirement for holding a place in the council.

1. Must have six grades "F" or above for previous year exclusive of physical training. No grades below "P."*

B. General requirements that every student elected to this body must meet.

1. Should be elected by the majority in the home room.
2. Should be willing: (a) To take responsibility; (b) to guide the deliberations of the home room; (c) to give suggestions; (d) to give the home-room real objectives; (e) to assist in parliamentary rules; (f) to stress the necessity of 100 per cent. co-operation on any worthy home-room, class or school project; (g) to co-operate at all times with the home-room supervisor and home-room teacher for the best interests of the home-room and the school.

Corridor squads were organized for directing traffic and for the care of the school building, lunch room and grounds. Traffic regulations, as well as other important school measures,were passed and enforced by an active school council. Over two hundred boys and girls are now on some phase of monitorial work. Stealing and skipping have been practically stopped. Students pass freely and orderly to their classes. Five concentration study halls are today under student control with no teachers present.

The first important measure of the council for the school year 1926-27 was the working out and adopting (with the advice and help of the faculty) the following: Administrative controls, Academic regulations, and Point system for stimulating, guiding and limiting participation in the school's extra-curricular activities.

A. Objectives sought in this control.

(1) To provide a graduated comprehensive

*E, 93-100; G, 85-92; F, 80-85; P, 75-80; D, below 75. P is passing mark.

curricular program of extra-curricular activities. (2) To guide, stimulate and limit pupil participation in extra-curricular activities. (3) To encourage, as far as possible, 100 per cent. participation. (4) To establish suitable controls providing for appropriate participation and adequate social recognition. (5) To prevent the undeserving from sharing honors which otherwise might be conferred upon them as the result of a distorted basis of social evaluation; e.g., wealth, popularity, personality, club or organization. (6) To protect the individual pupil from an overburden of responsibility. (7) To insure for each organization officers with ample time for efficient performance of their duties. (8) To raise the scholastic standing of pupils. (9) To discover latent talent among the more retiring pupils. (10) To keep a record of the extra-curricular activities of each pupil with an estimate of his success in each activity. (11) To give administrative direction to those activities in the selection of skilled leadership. (12) To overcome objections from parents who are constantly fearful lest any pupil's attention and energy may be diverted from the formal subjects of the curriculum.

B. Special Scholarship Honors.

All school six-weeks and semester—scholarship recognition. (1) No grade below E. (2) Not more than one mark below E and that a G (three E's and one G). (3) No grade below G for honorable mention—not more than one grade below G and that an F. Physical training grades are not counted toward scholarship honors.

C. Scholarship Requirements for Extra-Curricular Participation.

Scholarship requirements for any public appearance or inter-scholastic participation is the same as the requirement of the State Athletic Association.

Scholarship requirement for participation in senior play:—

(1) Graduation requirements met. (2) Not more than two grades below F for first semester of senior year, exclusive of physical training. (3) No grades below P.

Scholarship requirement for holding any elective or appointive school office:—

(1) Up to class standing required by the organization. (2) Must have six grades F or above for the previous year, exclusive of physical training. No grades below P.

D. Graduation Scholarship Honors.

Seniors—All graduation requirements met. (1) Highest scholarship—24 credits E at close of first semester senior year. No grade below G. (2) High scholarship—18 credits E at close of first semester senior year, provided that work of candidates for graduation scholarship honors at close of first twelve weeks of second semester shows same high quality as the preceding semesters. No grades below F. (3) Honorable mention for scholarship—14 credits E at end of seventh semester and no grade below F for the first twelve weeks of the last semester. No one having a failure above freshman year will be considered for honorable mention. (4) Graduation students winning highest and high scholarship honors shall be given special awards that the student and faculty control committee may choose to grant from year to year. This shall be done in a special school assembly. Names of all graduates winning scholarship honors shall be starred on commencement programs. (5) Students from other high schools may become candidates for graduation honors, provided their scholarship records show the same high quality in the Heights High School as that presented from other high schools. A student to be considered for graduation honors, however, must be a member of the Heights High School for at least one year. (6) Physical training grades are not counted toward scholarship honors.

E. Limitations upon Elective or Appointive

Brain Fag Relieved Quickly!

Just a teaspoonful of Horsford's Acid Phosphate in a glass of cold water stimulates and refreshes your nerves. A delicious drink that supplies nourishing phosphates to the body—aids digestion and gives you new strength, vigor and endurance. *At all druggists.*

S 50 26

HORSFORD'S ACID PHOSPHATE

Offices and major positions within the school. (1) Students may hold: (a) Two major offices and two positions; or (b) one major and two minor offices and two positions: or (c) three minor offices and three positions, or six positions. (2) Students meeting regular school requirements for membership and participation in the school activities may enter any or all interscholastic competitions. However, since clubs meet on school time in this school, it would be impossible for any student to belong to more than two school clubs or organizations. (3) Major offices or positions: (a) President, Student Council; (b) class presidents; (c) club presidents; (d) captains and managers of athletic teams; (e) editor of annual; (f) manager of annual; (g) leads in plays; (h) captains of debating teams; (i) editor of B and G; (j) business manager of B and G; (k) president, National Honor Society; (l) editor of H book; (m) manager of H book. (4) Minor offices or positions: (a) Members of all clubs; (b) members of athletic teams; (c) all class officers, except president; (d) minor parts in plays; (e) homeroom representatives; (f) members of annual staff; (g) members of B and G staff; (h) hall monitors; (i) members of National Honor Society; (j) members who take part in oratorical contests; (k) members of debating teams; (l) stage crews; (m)members of the H book staff. (5) The above regulations are not to affect the present elected officers. They, however, will affect any new officers that may be elected this year.

F. Evaluation of Elective Offices and Appointive Positions. (Based on one semester's work. Whenever the position or office extends throughout the year, the evaluation points are doubled.)

(1) Major offices or positions—5 points. (2) Minor offices or positions—2 points. (3) No student may obtain more than 75 points in three years.

G. Regulations Governing Social Life.

(1) All parties held under the auspices of the high school shall be held at the Cleveland Heights High School building or a place designated by the high school principal and social director. (2) Meetings held after school or at night shall be scheduled in the office of the dean of girls. (3) After such permission is granted, the custodian and engineer shall be notified at once by the dean of girls. (4) meetings held in the afternoon shall close not later than 4.45. (5) Students are expected to leave the building within fifteen minutes after the close of school unless they are asked to remain with a teacher or to study in the library or to attend a meeting. (6) No organization may have more than one night party a semester, exclusive of day-time hikes, day-time parties, matinee programs, etc. (7) No one is to be admitted to any party, picnic, hike or matinee party who is not at the time of such function a member of the present body of students and a member of the organization giving the social function or an invited guest from some other organization within the school, or invited alumni, the senior prom excepted. (8) All organization functions shall be chaperoned by at least two faculty sponsors and two parents, except that class functions shall have four faculty sponsors (one of these shall be the dean of girls) and at least four parents. (9) All social functions shall be held on week-end nights or preceding a vacation period if held in the middle of the week, and shall begin not later than 8 o'clock and close at 11.45 p.m. At class parties a class sponsor will be at the door to check the entrants as students. (10) Refreshments at all functions are to be very simple and inexpensive. Stress is to be placed on the entertainment, decorations and activities of the evening rather than on the refreshments. (11) In planning entertainments, equal thought and consideration are to be extended to all who may attend. (12) If dancing is permitted, correct positions, censored by the sponsors and parents, teachers and students, are required. (13) The music for dancing shall be approved by the social director and the organization. (14) Students are expected to dress simply for their own social functions. (15) Democratic participation is extended from all present. (16) Failure on the part of any student to comply absolutely with the spirit of these regulations shall be (at the option of the sponsor's committee and social director) either temporarily or permanently suspended from all the social functions of the school. (17) All plans for any social affair should be in the hands of the social director two weeks before the date chosen. (18) No person shall act on any social committee or assist in entertainments or stunts at any party or any other social affair whose scholastic work is below passing in any subject.

H. Social Acceptability Test.

The list of all students making public appearance must be checked by the social director and submitted to the faculty for approval. If a student's conduct has been such as to reflect discredit upon his school; if he is prone to neglect the requirements and regulations of his school or organization, or if he is frequently

under discipline, he may be dropped from a public appearance role, even though it be immediately before a performance. This may be done without seriously affecting the procedure, inasmuch as groups of students are continually in competition for the respective parts.

I. A filing card record of extra-curricular activity points shall be turned into the office for each student at the close of the semester by the home-room teachers. The home-room teacher shall also make the same notation on the student's report card. This record should also be recorded on the student's four-year card.

J. Social Director.

The social director will have general charge of all social activities. All plans for parties, etc., must be submitted to the director in writing at least two weeks before the date chosen for the affair and official approval made of them before the event is advertised to the student body. These plans should be detailed, giving: (a) Type of party; (b) entertainment planned; (c) hours of party; (d) names of chaperones chosen and their acceptance; (e) plans in decoration; (f) cost of the entertainment.

K. Faculty Social Committee.

(1) The social director is supported by a faculty social committee to aid in the consideration of policies, rules, regulations, etc.

L. Student Social Committee.

(1) The faculty social committee works in conjuction with a student social committee chosen by the student council representatives of the entire student body. The faculty and student committee would form a general social committee which could well determine any future regulations governing the social life at the school.

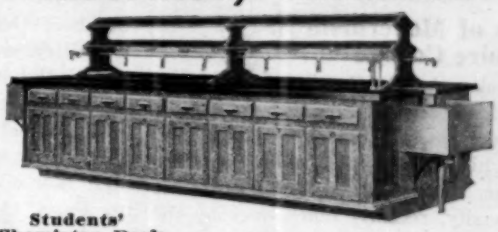
M. Faculty and Student Control Committee.

(1) The faculty and student control committee shall be composed of the president of the student council, the principal and three faculty members chosen by the principal. The committee shall meet at frequent intervals and shall be held strictly responsible for the enforcement of the above controls. This committee should also (after a careful study of the enumerated administrative and academic regulations) make at least two reports each year to the high school administration on the success or failure of any part of the general scheme.

A glance at the committees outlined by the president of the Student Council for the school year 1926-27 will show to what extent the pupil participation in the school's government has developed in the past year: Social committee, traffic committee, eligibility committee, the assembly committee, study hall committee, organizations committee, library committee, the lost and found committee, the lunch room committee, house and grounds committee, monitorial committee, supervisory committee, boosters' league committee. All standing committees are required to make monthly reports to the council. All committees shall be composed of three members.

These examples of pupil governmental participation prove that pupils in the Cleveland Heights Senior High School have learned how to get along with their fellows under conditions similar to those existing in the life of their community. They have learned through real world activity to perform better those desirable activities which they were going to perform anyway. They have discovered and desired increasingly higher types of activity, and by co-operation many of these higher types of activity have become possible. This is one way at least to make a school democracy a way of life in which the common man will give his loyalty rather than his jealousy to the uncommon man who is marked by his genius for a role of leadership, and consequently make for a higher type of citizenship.

Kewaunee
Laboratory Furniture



Students' Chemistry Desk

A favorite in many laboratories. The gas and water pipes, with convenient outlets, are placed under the lower shelf and directly over the trough. Accommodates sixteen students, working in sections of eight.

For the teaching of Physics, Chemistry, Biology, Agriculture, Electricity, and Domestic Science, and for use in Manual Training and Kindergarten Work, there is no Laboratory Furniture that equals Kewaunee in service and endurance. Ask for a copy of the Kewaunee Book.

Address all inquiries to the home office at Kewaunee.

Kewaunee Mfg. Co.
LABORATORY FURNITURE EXPERTS
C. G. CAMPBELL, Treas. and Gen. Mgr.
167 LINCOLN ST., KEWAUNEE, WIS.
CHICAGO OFFICE
1511 Kimball Bldg. 25 E. Jackson Blvd.
NEW YORK OFFICE, 70 FIFTH AVENUE
Offices in Principal Cities

EDUCATION IN ACTION

Foes of Modernism Acquire College

Fundamentalist Baptists will soon have a university founded upon their own doctrines, in which evolution and modernism will not be taught. The college, as announced, is Des Moines University, recently taken over by the Baptists Bible Union of North America upon the cash payment of $50,000 and the assumption of liabilities amounting to $105,000. The university will be run on purely fundamental lines. Already plans are being made to replace some of the present teachers with men who would swear their belief in the infallability of the Bible and their faith in Jesus Christ. Des Moines University was founded in 1865 with the support of the Baptist Church. It is listed as having 545 students and 48 teachers during 1926.

Would Make Study Attractive

A method of making study as attractive to the college student as athletics is suggested in the twenty-first annual report of the president and treasurer of the Carnegie Foundation for the advancement of teaching. Dr. W. S. Learned, a staff member of the foundation, declares that the results of general examinations on material coordinated by the student's own efforts, in place of the course-credit system, "would astonish the colleges, their students and the country at large. The students, shaken out of the cradle of conventional credit courses and deprived of the bottle-feeding hitherto accepted as their natural lot, would be compelled to define their own problems and be compelled to think." Study has already been made "a major sport" at Harvard, Swarthmore and the University of Toronto, through application of general examination systems, Dr. Learned said.

Teachers Visit Alaskan Homes

Visits to the number of 16,066, as an incidental part of their work, were made in homes of parents by teachers in Alaskan schools under the Bureau of Education during the fiscal year 1926. Teachers give medical aid when no physician is available. During the one year such help was given by 159 teachers 21,943 times to 13,133 persons.

Teacher Greets Teacher At White House

One famous schoolteacher was the guest of another at the White House recently. Mrs. Evangeline L. Lindbergh of Detroit, teacher of high school chemistry, was the guest of Mrs. Calvin Coolidge, when the former came to Washington to meet her famous son, Colonel Charles A. Lindbergh, returning from Europe after making the first non-stop flight from New York to Paris. Mrs. Coolidge once was a teacher in a school for the blind.

Earn While They Learn

One of the outstanding commencement announcements in Virginia this year comes from Turbeville Agricultural High School in Halifax County. During the school year a class of twenty-six boys cleared $7,416.64. Each boy operated a miniature farm and translated into practice classroom theories. They marketed their products. Robert Gordon, a senior, has made enough to pay for his first year at Virginia Polytechnic Institute, where he has enrolled. Several have bought prize sows. James Satterfield has seven acres of certified white corn to be sold for seed purposes. The boys also started a thrift bank during the session and have $1,600 in deposits to their credit.

Mexican Government Diffusing Popular Education

A thousand new rural schools will be established in Mexico by the Federal Government during the coming year, according to announcement of the secretary of public education. As far as possible the schools will be located in sections where the need is greatest. In addition, ten normal schools will be opened for the training of rural-school teachers, and ten "cultural missions" will travel through certain sections holding institutes. Each mission comprises a director, a teacher of agriculture, a social worker, and a teacher of physical education all of whom have undergone a period of special training in preparation for the work. They remain four weeks at each place.

Pupil-Made Book Reviews

A pupil-made card catalogue of books read and liked by pupils stimulates reading in School 11, Buffalo, N. Y. The children on finishing a book write on a card the author's name, title and kind of book, setting of the story, its theme, and finally, "Why I liked the book," and the pupil's own name is signed. The cards are kept in a letter holder made in the manual training class and are freely consulted by the children in selecting books for outside reading.

Correcting Defects Of School Children

Correction of all defects of eyes, ears, nose, and teeth of school children is reported by a number of districts in Virginia as the result of community efforts to arouse greater general interest in the physical well-being of children in the schools. Many districts and individual schools in other states report 100 per cent. correction of dental defects, and at least one junior high school has gone so far as to demand a certificate of sound or repaired teeth as a requisite to graduation.

Omnibus College Is To Tour East and Canada

The "Southwestern College on Wheels" will set out from Winfield, Kan., to visit twenty-two states, as well as two Provinces of Canada. Transportation will be provided by a twenty-four-passenger parlor bus and four seven-passenger motor cars. The students will camp, using pup tents and air mattresses. Forty-five students representing five states will make up the party, which will be in charge of Dr. William M. Goldsmith, head of the Biology Department of Southwestern College, Winfield. Besides studying in various biological and zoological gardens, the students will give special attention to museums, schools and places of historic interest.

Girl Walks 5,000 Miles Going to High School

Miss Florence McDaniel has walked 5,000 miles in order to get a high school education. She has been selected to be class valedictorian at the graduation at the High School of Waldron, Ark., having made one of the highest scholastic averages in the school's history. The girl lives four and a half miles from the school and has walked to and from it regularly. She plans to enter the University of Arkansas in the fall.

American Students To See Famous Homes

The Duchess of Athol announced at a recent meeting of the National Union of Students in London that American students in England this summer would be invited to see the inside of famous English homes as well as have an opportunity to view British art, architecture and historic spots. The Duchess urged all English hostesses to join her in inviting American students for week-ends, trips on the River Thames and motor tours.

Oral Tests Adopted To Fight Suicide Wave

Measures to combat the heavy toll of student suicides have been taken by the Prussian Ministry of Education in ordering the abolition of written final examinations in junior high schools. Oral tests extending over periods of several days in each subject will be substituted. The new system will be given a trial to appease thousands of parents who blamed nervous breakdowns of pupils for the large number of suicides. It is estimated that more than 150 junior high school students have killed themselves in Prussia this year.

Student Offices To Be Distributed

Drastic changes in the entire regulation of extra-curricular activities at Amherst College were made recently by the student government association in an effort to find a means of remedying the condition which puts the burden of practically all campus work on the shoulders of a comparatively few men. Some felt that once a man had made some accomplishment in a field of activity, notably in sports, he rode along on a wave of popularity which brought him office after office for which he may not have been suited, thus depriving many men at least equally capable of a chance for campus work. The plan adopted declares that no junior or senior shall be permitted to serve on more than one of the following organizations: Student Council, committee of seven (which regulates the moral life of the college) and the honor system committee. This plan does not limit a man's participation in the three major sports.

Course in Problems Of Teachers' Associations

The University of Washington (Seattle) is offering as a free elective a course in problems of teachers' associations, which will be conducted for two weeks at the summer session. It will be under the joint auspices of the University of Washington and the National League of Classroom Teachers' Associations, and will carry university credit.

Church Condemns Compulsory Drill

After a heated debate the Congregational General Council, meeting recently in Omaha, Nebraska, adopted, 200 to 20, a resolution against military training in the public schools. It reads: "Whereas compulsory military training in our schools and colleges fosters a general attitude of mind conducive to militarism and sole reliance on force, and gives ground for other nations to question the peaceful purposes of the United States, therefore be it resolved that the National Council of the Congregational Churches, assembled in Omaha, condemns, both in theory and practice, any compulsory military training in public schools, or in tax-supported or land grant institutions of higher learning." The resolution also urged congressional action to release all instructors in optional courses in military science from the direct control of the War Department to the regularly constituted local academic authorities so that the educational system may be freed from the control or influence of the War Department.

Carolina Mountaineers Learning to Read

About 4,000 adult illiterates in Buncombe County, N. C., within the past six years have been taught the simple elements of education—reading, writing and arithmetic. Their average age was about thirty years, but some of them were more than seventy. This result is largely the outgrowth of the enthusiasm of Mrs. Elizabeth Morriss, director of elementary schools in Buncombe County. So important has the work become that the Buncombe County and Asheville (N. C.) boards of education now appropriate $10,000 a year for its support.

Get No Diplomas Until Debts Are Paid

Students of the public school of Salamanca, N. Y., who are in debt to the school or have athletic or other equipment which should be turned in will be given blank diplomas at graduation to be filled out when the bills are paid or equipment returned, the school board decided.

School Savings In Schenectady

One penny thriftily placed on another by Schenectady school children for fifteen years has built up a total of no less than $313,141.03, according to an announcement by the Schenectady Savings Bank. While only a small number took advantage of penny wisdom at first, there are now 4,500 pupils depositing regularly every week. During the last year local school children have placed on deposit $72,764.13. Many of the pupils deposit one cent a week, while others are able to deposit as much as a dollar at a time.

New Personnel Work at Yale

The establishment of a department for personnel study at Yale, made possible by a gift of $300,000 from Charles H. Ludington, '87, of Philadelphia, has been announced by President James Rowland Angell. The Yale Corporation has approved the appointment of Albert Beecher Crawford, who has supervised the activities of the Bureau of Appointments since 1919, as director of the department. Mr. Crawford will have the rank of professor. The new department will have two divisions, one the bureau of appointments largely as constituted at present, and the other assisting the students in choice of studies.

School Children Seek To Organize Strikes

An announcement was made recently at a meeting in London that a delegation of British Communists' children would go to Russia to learn how juvenile Bolshevists conduct themselves. At the meeting Russian children fifteen years old and up related their success in organizing strikes against school attendance during the last year.

To Aid Teachers In Industrial Arts

Co-operative relations have been established between the Baltimore school department and the Maryland State Normal School at Towson, in order to facilitate the training of teachers in industrial arts. The faculty of the State Normal School will offer theoretical courses to be given at the normal school, and the shop courses will be conducted in certain high schools of Baltimore under direction of the city supervisor of manual arts.

VISUAL INSTRUCTION
DAYLIGHT LANTERNS
STEREOGRAPHS
LANTERN SLIDES
STEREOSCOPES
A VISUAL AID FOR EVERY VISUAL NEED
SOCIAL SCIENCES
HIGH SCHOOL SCIENCES
PRIMARY READING
MAP SLIDES
Write for further information
KEYSTONE VIEW CO.
MEADVILLE, PENN'A

How Education Is Supported

School moneys are now provided by states, counties, cities, townships and districts. In all states a portion of the total cost is borne by the state. The proportional amount varies greatly, from Delaware, which provides 76.1 per cent., to Kansas, which provides 1.6 per cent. For the United States as a whole, approximately three-fourths of the total cost is borne by local school units, according to the Bureau of Education. In some states the chief source of local support is a county tax. In others it is a county tax with a special school district tax. In others there is the local school district tax only. State school funds are received from a number of sources, among them permanent invested funds, state property tax, appropriations from general state revenues and miscellaneous sources, such as corporation tax, income tax, severance tax.

Degrees in Forestry Given in 23 Colleges

More than 1,500 young men in the United States are now preparing themselves for foresters' positions, recently declared the Department of Agriculture in pointing out that forestry has become a recognized profession. It said twenty-three institutions now include in their curricula courses leading to a degree in forestry, and fifty others offer some courses in the subject.

Illinois Authorizes Journalism College

Illinois is to establish a college of journalism at its state university. The initial appropriation for the work, $30,000, is carried in an enabling act passed by both branches of the Assembly. For a number of years the university has offered courses in journalism. Students have issued the Daily Illini, the Weekly Illini, Illinois Magazine and the Siren. Two years ago the school of journalism became a regular department. The new law gives the school a dean who will represent it in the Council of Administration.

Educators Answer Liquor Questionnaire

Less than one-half of one per cent. of this year's graduates of colleges and high schools of the country drink to excess and fewer than five per cent. drink even occasionally, according to a survey just completed and announced by the Anti-Saloon League of America. The statement is based on the answers to questionnaires sent to approximately one hundred city school superintendents and one hundred college presidents. Most of the larger colleges and universities were said to have replied that "drinking among the student body has greatly diminished." Most of the high school superintendents reported little or no drinking or a decline in drinking among their students. League officials announced they will seek jail sentences for bootleggers who sell to high school and college students.

"Butch" Coolidge Revealed As "Good Gent" in College

"Butch" Coolidge is "really a good gent, but so reserved it's hard to get acquainted with him," is the opinion expressed in the Amherst College junior yearbook, in which the good-natured son of the President comes in for his share of lampooning by his classmates. Just how John acquired his nickname is not explained. The yearbook makes especial mention of John's "perfect school girl complexion," referring to his rosy cheeks, and his "air of perfect boredom," both the envy of his fellow collegians. John is a member of the yearbook editorial board, but his influence failed to save him from the jibes of his fellow scribes.

Cincinnati Adopts New Salary Plan

Increased salary schedules affecting all teachers of the Cincinnati public schools have been voted. High and elementary school teachers are placed on an equal salary basis, the grades of salaries being determined by the training and experience of the individual teacher. The maximum salary for women teachers is made the same as for men. The Cincinnati Board of Education and the Union Board of High Schools in Cincinnati, meeting in joint session, adopted the new plan. An immediate increase of $300 a year, dating from the first of the calendar year, will be given all teachers, when the new salary schedule goes into effect next September.

History of Harvard Now Being Written

The Tercentennial history of Harvard is being prepared by Professor S. E. Morison, '08, in connection with the celebrations of 1936, which will mark the 300th anniversary of the founding of the college. The work will be issued in three volumes. There may also be issued a one-volume abbreviated edition for popular consumption. "The story will be told from two different points of view, national and local," declared Dr. Morison. "Harvard is a national institution and her influence on education is one important aspect of her history. But Harvard men will also wish to read about the college as an institution by itself, with a unique undergraduate life always changing its tempo and yet retaining much the same quality during three centuries." As yet the work has progressed little beyond the gathering of material, but some of the chapters are already written and Professor Morison expects to have the first volume ready in 1929. The entire history will be ready for the tercentenary in 1936.

EMERSON
College of Oratory
HENRY LAWRENCE SOUTHWICK, President

The largest school of Oratory, Literature and Pedagogy in America. It aims to develop in the student a knowledge of his own powers in expression, whether as a creative thinker or an interpreter. Degrees granted. Summer sessions. Catalogue and full information on application to

HARRY SEYMOUR ROSS, Dean
HUNTINGTON CHAMBERS BOSTON, MASS.

THE ARLO BOOKS
READING—INTERPRETATION—EXPRESSION

ARLO and his family have been on Spring Tour. They have visited schools in New Jersey, Pennsylvania, Washington, Delaware, Maryland, Virginia, and North Carolina.

Why does ARLO go South in the spring? For the same reason that the birds go South in winter. The climate's good for birds—and books—but this is the best time for books!

It looks to us as if ARLO would be a wide traveler this next year. He doesn't stop with a trans-Atlantic flight, but keeps right on cross-country, until he finds some new school to conquer. Is your school one that needs conquering?

BUSY BUILDERS BOOK	.45	DAN'S BOY	.60
ALLSPICE	.55	ANITA	.65
CLEMATIS	.60	WHO KNOWS	.50
ARLO	.55	PATHWAYS	.80

BY BERTHA B. AND ERNEST COBB

THE ARLO PUBLISHING COMPANY
NEWTON UPPER FALLS, MASS.

Spanish Is More Popular Than German

Professor J. Preston Hoskins of the Princeton German department recently showed how the World War affected the study of German in American schools and colleges, and announced a movement now in process to restore German to its pre-war standing. "Government figures reveal that before the late war the study of German outranked that of French by a ratio of over two to one in American high schools, preparatory schools and academies. At that time the students enrolled in Spanish courses were an almost negligible quantity. Since the war German has taken a tremendous drop, while Spanish has jumped accordingly. With a view to restoring German to its former prestige, the American Association of German Teachers has been founded. At present the only chapter is in New York, comprising representatives throughout the state. However, chapters will likely be founded in New Jersey and Connecticut in the next year and a nation-wide movement is planned," he declared.

Carry Coffins to Pay for Education

Professional pallbearing is the latest way of earning money adopted by Leland Stanford students. Discovering that Palo Alto undertakers frequently had to furnish pallbearers for funerals of persons without nearby friends, a few enterprising undergraduates applied for and got steady jobs. Pay is good, being $2.50 a trip to the hearse from the undertaking rooms. Work is easy, seldom consisting of more than carrying the casket out to the hearse. Rules are few, consisting chiefly of "Don't smile."

American Education Week Coming in November

American education week will be observed this year from November 7 to 13, inclusive, according to an announcement made by the Bureau of Education. The American Legion and the National Education Association are co-operating to arrange the program.

Johnson Education Series

Supervision *and* Teaching *of* Reading

HARRIS—DONOVAN—ALEXANDER

IN answer to teachers' questions on typical difficulties in the teaching of reading, this practical handbook offers the best solutions scientific investigation has yet found. $2

JOHNSON PUBLISHING CO.
RICHMOND VIRGINIA

TREND OF THE TIMES

PERSIAN PRESIDENT prepared a speech two days long for delivery at the first General Congress of the People's Party in Angora. The message filling 1,000 foolscap pages set a record in speechmaking. It reviewed the whole history of the Turkish Nationalist movement from 1918 to 1923 and then touched on later events. Several secretaries aided President Kemal in delivering the message.

CUSTOMS DUTIES grossed $605,626,000 in 1926, the largest sum ever derived from this source by the United States. The value of imports for the year was $4,430,890,000 and was larger than in any year except 1920, when the price of sugar was "kited," so that large imports of that commodity at unduly high prices, made the import total value largest on record. The value of imports in 1926 exceeded the value of those in 1925 by $204,301,000, or 4.8 per cent.

TRAFFIC JAMS in London are to be solved with the aid of airplanes equipped with cameras. The machines fly over the city to obtain photographic maps of the flow of traffic through the main thoroughfares and the network of narrow side streets. The bird's-eye views are expected to supply data to be used in outlining the city's new traffic regulations.

GIANT STRUGGLES of the cities in the United States for new industries and more residents are costing millions of dollars annually according to Nation's Business. The funds, which are used for advertising and promotional campaigns, are obtained generally by private subscription, although in some cases a public tax is levied. The amounts spent by individual cities range from $5,000 to $1,000,000 a year.

HOME SEWING is becoming a "lost art" in England. This was one reason given in the annual report to the stockholders of J. and P. Coates, Ltd., largest British manufacturers of thread, for the decline in the spool thread business. Another is the competition of artificial silk.

RENT GOUGING in Italy is to be abolished. The cabinet has approved a decree-law forbidding increases in the present rent rates both of habitations and shops and fixing the maximum rates at four times those of 1914. The decree also ordered a 15 per cent. reduction in the rent of apartments of less than six rooms, of 10 per cent. for apartments seven to nine rooms, and reductions of from 10 to 20 per cent. for shops.

TAXES COLLECTED from farms in 1920-21 amounted to nearly six times the total net profits from all farms in the country, according to the National Industrial Conference Board's survey. In 1921-22 taxes absorbed 77 per cent. of the profits. The burden has grown lighter from year to year, until in 1925-26 only 30.4 per cent. of the total agricultural profits had to be paid out in taxes.

CHILDREN ARE no longer born with a silver spoon in their mouths, but with a load of debt around their necks, Sir George Lunn, educational leader, told a conference of education committees in London recently. He urged the teaching of the principles of the League of Nations and the stressing of the billions of pounds and the millions of lives lost in the late war.

SHIP BUILDING is altering the merchant marine standing of nations, Italy having in six years increased tonnage 48 per cent., Japan 32 per cent., France 12 per cent., Britain 7½ per cent. America carries 22 per cent. more of her own traffic than she carried before the war.

SOLID TIRES may suffer blowouts, according to automotive engineers. Speed, it is explained, generates heat so fast that the rubber compound melts, forming a gas within that explodes through side or tread.

CRACOW UNIVERSITY has kept Poland's stream of learning flowing for half a millennium. Today its 5,706 students may attend class or stay away at will and they take examinations but once a year. Classes are always fully attended.

NEW SOVIET calendar is to discard all religious names. Of the names of the months only those of February and October will be retained, because of their revolutionary associations. January is renamed for Lenin, March for Stalin and so on. As for the days of the week, Sunday will be known as Lenin Day, Monday as Soviet Day, Tuesday as Revolution Day and the like. The weekly day of rest will no longer be Sunday, or Lenin Day, but Saturday, a circumstance which is not explained.

The BOOK TABLE

THE COMMON-WORD SPELLERS FOR JUNIOR HIGH SCHOOLS. Spelling in Service. By Ervin Eugene Lewis, Ohio State University. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Professor Ervin Eugene Lewis is in a class by himself when it comes to popularizing any message, and he is sure to render fine service in textbook making. He has a way of saying things that cannot be forgotten. Writing of spelling he says: "Every child should be oversupplied with words rather than undersupplied." "Methods of teaching are flexible." "A teacher should be more concerned with results than with methods used." "The writing vocabulary should be automatically fixed in the child's muscles as well as in his mind. Then when he starts to write a word, it will just write itself." "Each misspelling has a cause." "The child should see a word as a whole and not in fragments. Do not obscure it by diacritical marks." "It is a waste of time to have pupils learn to spell a word long before they are to make use of it." "Bad habits in spelling can be corrected only by the person who forms them."

These and many other crisp sentences characterize the common-sense way in which "The Common-Word Spellers" help teachers help children to form habits of correct spelling.

THE CONSTITUTION EXPLAINED. By Harry Atwood. Cloth. New York, Chicago: Harcourt, Brace and Company.

Most of the states now require that the Constitution of the United States be studied in the schools. Even in the states where no formal requirement exists, there is an emphatic increase in the attention given to such study.

In October, 1924, Dr. John J. Tigert, United States Commissioner of Education, said: "I do not believe there are more than a very limited number of persons, perhaps a hundred, who really know what is in the Constitution of the United States."

The report of the Committee on American Citizenship, presented at the meeting of the American Bar Association, Denver, Col., July 14-16, 1926, contained the following remarkable statement: "Lawyers are being graduated from our law schools by the thousands who have little knowledge of the Constitution. When organizations seek a lawyer to instruct them on the Constitution they find it nearly impossible to secure one who is competent."

Many years ago Mr. Atwood became interested in the Constitution as a subject for research and interpretation. He gave up his law practice in Chicago in 1928 to devote his entire time not only to the Constitution itself but to the vast amount of historical material that throws light on its making and its meaning. He has spoken to hundreds of audiences in all parts of the country on the Constitution, and is today recognized as an outstanding authority.

"The Constitution Explained" presents the result of Mr. Atwood's many years of research and deliberation.

FESTIVAL AND CIVIC PLAYS. From Greek and Roman Tales. By Mari Ruef Hofer, author of Recreation Books for Schools and Playgrounds. Cloth. 237 pages. 50 Illustrations. 17 East 23rd street, Chicago: Beckley-Card Company.

The author well says that dramatization strips off verbiage and externals and reduces a story to its bone as it were. It lays clean the structural plot and sets episodes in right relation. The height of dramatic art may not be attained with school boys and girls, nor psychologically should it be. But good, honest foundations may be laid which obviate stage mawkishness and sentimentality. Let children thrill honestly to primitive heroics and ethical enterprise, rather than to movie close-ups. School dramatics may easily be made to stand between the child and stage emotionalism. The psychology of youth calls for the literal rather than the literary. Youth demands action instead of intensive word-picturing. Healthy youth neither seeks nor sees complexes or triangles. It strikes out for the main facts. In pageantized school dramatics we touch wholesome art, untainted by the adult introspection that is always a menace to youth and virtue.

School dramatics hold a unique advantage in being supplementary to study subjects, not written for the theatre. They are creative and experimental rather than formal. Their aim is to increase the personal power of the student instead of producing actors and playwrights. A *by-product* of the school play is the cultivation of taste for and intelligent enjoyment of the drama. All children should be given dramatic experience.

Time and subject as a rule decide the type of expression. Direct action demands forcible English. When the hero stalks, his words must also stalk. Satire goes upon stilts, while humor strolls along the ground. The semi-humorous character of Heracles may indulge in humorous speech. But modern vernacular would be as unbecoming to a Roman senator as to garb him in a top hat and a cutaway coat.

We have inherited many fashions of English along with their periods. Webster covers Mediaeval, Classical and Victorian English. The Better Speech Movement is urging more careful and accurate use of the English language. This requirement is not entirely covered by the one-syllabled *patois* of today. Our children are familiar with period vocabularies of good literature. Greek and Latin roots are natural language stepping-stones.

Miss Hofer has a noble climax in her use of the Ancient Spartan Oath:—

"I will not disgrace my sacred arms nor desert the comrade placed at my side. I fight for things sacred to my country and for the common welfare, whether I am alone or with others. I will hand on my fatherland greater and better than I found it. I will honor the Magistrates and uphold the laws. I will honor the temples and the religion which my forefathers established," and the modern Boy Scout oath:—

"We will never bring disgrace to this our city, by any act of dishonesty or cowardice; we will fight for the ideals and sacred things of the city, both alone or with many. We will reverence and obey the city's laws and do our best to incite a like respect and reverence in those about us who are prone to annul or set them at naught. We will strive unceasingly to quicken the public sense of civic duty. In all these ways we will make this our beloved city not less but greater, better and more beautiful than it was before us."

We have seen no book that brings the student into action that improves his language, his poise, his spirit, his personality better than does Miss Hofer's "Festival and Civic Plays from Greek and Roman Tales."

Books Received

"Latin for Today." A First-year Course by Mason D. Gray and Thornton Jenkins.—"Principles of Secondary Education." By L. A. Williams and G. A. Rice.—"Madame Thérèse." By Erckmann-Chatrian. Edited by George W. Rollins. Boston: Ginn and Company.

"Le Livre de Mon Ami." By Anatole France. Edited by V. F. Boyson. —"The Art and Craft of Drawing." By Vernon Blake.—"The Nervous Child." By H. C. Cameron. New York: Oxford University Press, American Branch.

"Selections From Whitman."—"The Autobiography of Benjamin Franklin." Edited by Oral Sumner Coad. New York: The Macmillan Company.

ESTABLISHED 1869

HIGHER IN QUALITY
THAN IN PRICE

HOLDEN BOOK COVERS

Defeat WEAR Defy WEATHER Reduce WASTE

And Save Money by Making School Books Last Longer

SAMPLES FREE

HOLDEN PATENT BOOK COVER COMPANY

SPRINGFIELD MILES C. HOLDEN, President MASSACHUSETTS

GRINS BETWEEN GRINDS

Nature's Gentleman

"Thank you very much indeed!" beamed the well-dressed flapper in the car, as a working man offered her his seat. "That was very kind of you."

The other blushed happily and gave a number of other males a hardy glare as he answered:—

"Not at all, miss, not at all. I know some men don't give up their seats unless it happens to be a pretty girl, but looks make no odds to me."

And everybody except the young girl smiled.—Minneapolis Tribune.

Who Was to Blame?

An absent-minded professor of languages dropped into a restaurant one day for a luncheon.

"What will you have, sir?" asked the waiter.

"Fried eggs," replied the professor.

"Over?" asked the waiter, meaning, of course, to ask whether the professor wanted them cooked on both sides or only on one.

"Ova?" echoed the professor, surprised at his apparent familiarity with Latin, "Certainly. That is what I ordered. Ova gallinae."

This the waiter interpreted as meaning "extra well done," and that is the way they came to the table.—Springfield Republican.

Had Wrong Name

A Dublin car driver was stopped for careless driving by a zealous constable. He refused to give his name.

"You'll get yourself into trouble if you don't give me your name."

Still the driver refused.

"Now then what is it?" persisted the constable.

"Better find out," retorted the driver.

"Sure I will," said the constable, going around to the side of the car, where the name should have been, only to find it rubbed off.

"A-ha," said the constable, "now you'll get yourself into worse disgrace, for your name is obliterated."

"You're wrong," roared the driver. "It is O'Brien."—Berkshire Eagle.

Easily Explained

The office manager had forgotten his pen-knife, and everybody else, it seemed, had forgotten theirs. He called Tommy, the officeboy, who fished from his pocket the desired article. "How is it, Tommy," asked the manager, "that you alone of my office staff seem to have your knife with you when I want one?"

"I suppose," replied the boy, "it's because I can't afford morn'n one pair of trousers."—Boston Transcript.

Youthful Wisdom

Teacher—"Children, what's the difference between a stoic and a cynic?"

Farina—"I dunno."

Teacher—"Well, use them in a sentence."

Farina—"A stoic brought me baby brudder and me momma washes him in the cynic."—Film Fun.

Wm. B. Ittner, Inc.

Board of Education Building, St. Louis, Mo.

Twenty-five years in School-house Planning and Construction

Nineteen years, Architect Board of Education, St. Louis

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY
Dept. 77, Chicago
for FREE EYE CARE BOOK

MURINE FOR YOUR EYES

TEACHERS' AGENCIES.

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St.
Portland, Me., 415 Congress St.
New York, N. Y., 225 Fifth Ave.
Syracuse, N. Y., 402 Dillaye Bldg.
Philadelphia, 1420 Chestnut St.
Pittsburgh, Pa., 549 Union Trust Bldg.
Birmingham, Ala., 808 Title Bldg.
Kansas City, Mo., 1020 McGee St.
Portland, Ore., 409 Journal Bldg.
Los Angeles, Cal., 548 So. Spring St.
Send for circular and registration form free.

THE CARY TEACHERS' AGENCY

Our business is done by *recommendation* in answer to *direct calls* from employers.

C. WILBUR CARY, Manager, 36 Pearl Street, Hartford, Conn.
ROSE E. BRADBURY, Manager, 14 Beacon Street Boston, Mass.
GEORGE H. LARRABEE, Manager, Clapp Memorial Bldg., Portland, Me.

H. S. BALDWIN T. M. HASTINGS

THE EASTERN TEACHERS' AGENCY

Reputation founded on over thirty years of successful experience.
Established 1890 6 BEACON STREET, BOSTON

THE FICKETT TEACHERS' AGENCY

Edward W. Fickett, Prop. 8 Beacon Street, Boston
Telephone Hay. 1678. Established 1885

The Pratt Teachers' Agency 70 Fifth Avenue NEW YORK

Recommends college and normal school graduates, specialists, and other teachers to colleges, public and private schools in all parts of the country. Advises parents about schools.

TEACHERS. If you desire PROMOTION, better salary, or change of location, enroll now in the Agency of distinctive service. Write today for blank.

THURSTON TEACHERS' AGENCY

224 South Michigan Boulevard Chicago, Ill.

JOURNAL MAIL BAG

For World Good Will

Editor, Journal of Education:—

You may be interested in an activity of ours for World Good Will Day on May 18. Our school sent the following letter to the normal schools of thirty of the leading nations of the world on that day.

It is simply one more gesture in support of that great movement of *world peace through understanding.*

May 18, 1927.

To those who in your normal schools are training to be teachers: On this World Good-Will Day, May 18, 1927, the teachers and students of the State Normal Training School at Castleton, Vermont, United States of America, extend a hearty hand-grasp of greeting and of friendship to the students in your country who are training to be teachers.

May we all recognize that as teachers we hold in our hands a priceless weapon, more powerful than any Damascus blade—a weapon jeweled with the hearts of little children, the men and women who will soon direct the affairs of our nations—a weapon that can break down national prejudices—that can unite the people of the world in the common interests of humanity. And may we feel that we, the teachers, shall have a powerful influence in bringing this about through directing aright the minds of little children, giving them thoughts of friendship, of love and of good-will, for the children of other lands, that cannot fail to foster and to shape similar sentiments and attitudes as they come to manhood and womanhood.

Your friends with a common purpose,

Caroline S. Woodruff,
Principal.

State Normal School,
Castleton, Vermont.

Meetings To Be Held

JULY.

3-8: National Education Association, Seattle, Washington.

5-7: School Garden Association of America: Emilie Yunkers, Louisville, Ky.; Seattle, Washington.

AUGUST.

7-12: World Federation of Education Associations, Toronto, Canada.

SEPTEMBER.

6-9: Massachusetts State Normal School Teachers Association: Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

26-October 1: National Safety Council: William H. Cameron, 108 East Ohio Street, Chicago, Illinois; Chicago, Illinois.

OCTOBER.

3-7: Playground and Recreation Association of America: Howard S. Braucher, 315 Fourth Avenue, New York City; Memphis, Tennessee.

12-14: Wyoming State Teachers Association: B. H. McIntosh, Cheyenne H. S., Cheyenne, Wyo.; Cheyenne, Wyo.

13-15: Vermont Women Teachers Club: Thelma L. Hoyt, Burlington, Vt.; Burlington, Vt.

20-22: Indiana State Teachers Association: Charles O. Williams, 205 Hotel Lincoln, Indianapolis, Ind.; Indianapolis, Ind.

20-22: Utah Education Association: D. W. Parratt, 317 State Capitol, Salt Lake City, Utah; Salt Lake City, Utah.

21-22: New Hampshire State Teachers Association: Florence H. Hewitt, 24 Chauncey St., Portsmouth, N. H.; Concord, N. H.

24-29: Washington Education Association: Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Wenatchee and Longview, Wash.

27-28: Illinois State School Board Association; Mrs. G. A. Stover, Oak Park, Illinois; Urbana, Illinois.

28-29: Council of Education of the State of New Jersey: J. Howard Hulsart, Dover, N. J.; Newark, N. J.

27-29: Rhode Island Institute of Instruction: Clarence W. Bosworth, 33 Blackamore Avenue, Eden Park; Providence, R. I.

29: Secondary School Examination Board: Francis L. Lavertu, Hill School, Pottstown, Pa., vicinity of Boston, Mass.

NOVEMBER.

2: National Committee for Mental Hygiene: Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

3-5: Iowa State Teachers Association: Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

3-5: Kansas State Teachers Association: F. L. Pinet, Topeka, Kansas; Topeka, Wichita, Salina and Pittsburg, Kansas.

3-5: Wisconsin Teachers Association: E. G. Doudna, 717 Beaver Building, Madison, Wis.; Milwaukee, Wis.

4: Iowa Association of Teachers of English: Mary Maude Shuell, 650 16th St., Des Moines; Des Moines, Iowa.

5: Wisconsin Association of Mathematics Teachers: Ada M. Parsons, W. Division H. S., Milwaukee, Wis.; Milwaukee, Wisconsin.

8: Women's Educational and Industrial Union: Leah Tapper Cadbury, 264 Boylston St., Boston, Mass.; Boston, Mass.

9-12: Missouri Society of Teachers of History and Government; Lottie Huff Soldan High School, St. Louis, Mo.; St. Louis, Mo.

9-12: Missouri State Teachers Association: E. M. Carter, Columbia, Mo.; St. Louis, Mo.

10-12: Minnesota Education Association: C. G. Schulz, 919 Pioneer Building, St. Paul, Minn.; Minneapolis, Minn.

NOVEMBER.

10-11: Missouri Council of Teachers of English: Mary Woods, State Teachers College, Springfield, Missouri; St. Louis, Mo.

17-19: High School Conference: H. A. Hollister, University of Illinois, Urbana, Ill.; Urbana, Ill.

17-19: Illinois City Superintendents Association: H. B. Black, Mattoon, Illinois; Urbana, Illinois.

21-25: South Dakota Education Association: N. E. Steele, Perry Block, Sioux Falls, S. D.; Aberdeen, S. D.

23-25: Co-operative Education Association of Virginia: J. H. Montgomery, 422 State Office Building, Richmond, Va.; Richmond, Va.

24-26: National Council of Teachers of English: W. Wilbur Katfield, 506 W. 69th St., Chicago, Illinois; Chicago, Illinois.

26: College Conference on English in the Central Atlantic States: Norman E. McClure, Penna.; Military College, Chester, Pa.

DECEMBER.

2-3: Association of Colleges and University Unions: Edward S. Drake, Ohio State University, Columbus, Ohio; Iowa City, Iowa.

26-30: Oregon State Teachers Association: E. F. Carleton, 408 Salmon St., Portland, Ore.; Portland, Ore.

27: National Council of Geography Teachers: George J. Miller, State Teachers College, Mankato, Minn.; Nashville, Tenn.

27-29: National Commercial Teachers Federation: John Alfred White, 818 Monroe St., Gary, Indiana; Kansas City, Mo.

Answers to "What Is Your Professional I. Q.?"

(Questions are on page 708.)

101. Bridgewater, Mass. A. G. Boyden and A. C. Boyden.
102. Mabel Carney.
103. Wallace W. Atwood.
104. Farmington.
105. Homer H. Seerley, Cedar Falls, Iowa.
106. Boston.
107. Kentucky.
108. Yale.
109. Harvard.
110. New York, Chicago, Philadelphia.

TEACHERS WANTED
National Teachers Agency, Inc.
Philadelphia Syracuse
Pittsburgh Indianapolis
Northhampton Memphis
Awarded Gold Medal at Sesquicentennial for Placement Service

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning
172 Tremont St., Boston, Mass.

TEACHERS' AGENCIES

BARDEEN-UNION TEACHERS AGENCY
PERSONAL ACQUAINTANCE
DISCRIMINATING SELECTION
CAREFUL RECOMMENDATION
Free registration now for fall vacancies
Prompt and careful response to inquiries
BARDEEN-UNION TEACHERS AGENCY
301-303 East Washington Street, Syracuse, N. Y.

ALBERT TEACHERS' AGENCY
42ND YEAR
25 E. Jackson Boulevard, Chicago
535 Fifth Avenue, New York
Symes Bldg., Denver, Colo.
Peyton Bldg., Spokane, Wn.
TEACHERS WANTED especially those desiring Promotion. Operate everywhere. Best Schools, Colleges and Normals our clients. Send for booklet, "Teaching As a Business."

AMERICAN and FOREIGN TEACHERS' AGENCY introduces to Colleges, Schools and Families, superior Professors, Principals, Assistants, Tutors and Governesses, for every department of instruction; recommends good Schools to parents. Call on or address
Mrs. M. J. YOUNG-FULTON, 19 West 44th Street, New York.

Kellogg's Agency recommends teachers and has filled hundreds of high grade positions (up to $5,000) with excellent teachers. Established 1889. No charge to employers, none for registration. If you need a teacher for any desirable place or know where a teacher may be wanted, address Kellogg's Teachers' Agency, 31 Union Square, New York.

The Corlew Teachers' Agency
GRACE M. ABBOTT, Manager
120 BOYLSTON STREET, BOSTON

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.
ALBANY TEACHERS' AGENCY, Inc.
Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions
We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.
74 CHAPEL STREET, ALBANY, N. Y.
SEND FOR CIRCULARS

WINSHIP TEACHERS' AGENCY
We have unusual facilities for placing teachers in every part of the country.
6 Beacon St. . . Boston, Mass.
ALVIN F. PEASE, Manager
Long Distance Telephone
Member of National Association of Teachers' Agencies

from School Room *to* Hospital *-Only a few hours*

today

How easy it is for something to happen—an overplus of the wrong kind of germs or an accident. One starts out in the morning feeling fine, with the world looking like a good place in which to live. But this evening—or tomorrow—may find one in the hospital, facing a prolonged period of inactivity without income and a greatly increased expense account.

One teacher wrote: "On Jan. 14, 1925, I fell and broke my right arm. I was unable to perform my duties as a teacher for seven and four-sevenths weeks. Words do not express what the T. C. U. benefits meant to me at this time."

Another wrote: "After being in the T. C. U. for five years I had almost persuaded myself it was useless for me to go on, when I suddenly found myself in the hospital without an income. The more than generous check I received from you at the end of four weeks' confinement was like a burst of sunshine."

You may have a similar experience. Thousands of others do. One teacher in five is disabled each year.

Remember this—your experience may be similar to those quoted above in misfortune, but it cannot be similar in the pleasant sequels unless you get protection before something happens.

Decide now to become one of those fortunate teachers—

—Who have no financial worries, due to Accident or Sickness.

—Who have a regular income in time of need.

Take the advice of Miss Ethel Mary Ewell, Montgomery, Ala., who wrote: "If you have never carried the T. C. U. Umbrella along with you, I advise you to secure one at once, no delay. I have carried one for a long time and find it a wonderful help when the rainy days come."

The time will come when a check from the T. C. U. will mean more to you than anything else could possibly mean. If you want to be on the T. C. U. Payroll in time of need, now is the time to find out all about it.

FREE INFORMATION

Just send the coupon in the lower right hand corner for complete details of T. C. U. Protection. Sending it places you under no obligation, but enables us to explain fully and to give you copies of hundreds of letters from teachers who have been helped by T. C. U. in time of need.

Teachers Casualty Underwriters

441 T. C. U. Building, Lincoln, Nebraska

FREE INFORMATION COUPON

To the T. C. U., 441 T. C. U. Bldg.
Lincoln, Nebraska.

I am interested in knowing about your Protective Benefits. Send me the whole story and booklet of testimonials.

Name.....

Address.....

(This coupon places the sender under no obligation)